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ABSTRACT

This institute was designed to develop in participants attitudes that are student-oriented and reflect a sensitivity to the social, educational, cultural and financial problems that are particularly acute for minority/poverty students. The program also attempted to provide participants with a working knowledge of funding sources, program regulations, legislation and management principles to enable them to develop and administer effective aid programs. Participants had little or no financial aid administration experience but were currently employed or would be employed as financial aid administrators. The program included: classroom teaching, case studies, independent reading, field trips and campus visits. A follow-up study is being conducted to determine the program's success by measuring increases in per capita requests for Federal student financial aid funds at the participating institutions. (Author/CS)

ED 068001

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FRAMINGHAM STATE COLLEGE
FRAMINGHAM, MASSACHUSETTS 01701

# 1969 INSTITUTE FOR FINANCIAL AID ADMINISTRATORS

Program Number 69 - 0729

EVALUATION REPORT
prepared by

Program Director, Robert J. Kates, Jr.
Assistant Director
Northeast Regional Office
College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

Area 212 - 489 - 0940

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EDUCATION & WELFARE
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PROGRAM FOCUS

The program objectives originally proposed were:

A. To raise the level of competency of individuals currently functioning as student aid officers in selected institutions.

B. To prepare people about to assume financial aid duties to adequately function in this position.

C. To review and demonstrate methods of recruiting and retaining in college low-income and/or minority group students.

D. To emphasize those administrative and policy areas of financial aid affecting disadvantaged students, which in the past, have been almost totally neglected.

E. To make other administrative officers of the institution with whom the aid officer interacts aware of the problems and requirements of a sound student financial aid program.

The program provided the participants with the background necessary to enable them to fully exploit the existing resources within their institutions and to utilize these resources to the greater advantage of their student body. The program attempted to develop in the participants an understanding of the role of the financial officer as an instrument of change. The focus was on utilizing financial aid funds to bring about social change through the creative administration of a total institutional student financial aid program.

The principal emphasis was the attempt to develop in participants attitudes which were student-oriented and reflected a sensitivity to the social, educational, cultural and financial problems that are particularly acute for minority/poverty students. The second major thrust was to provide participants

with a knowledge of the sources of funds, program regulations and legislation, and management principles to enable them to develop and administer effective aid programs. In addition, some activity was designed to develop skills in areas such as interviewing and the assessment of need.

PROGRAM OPERATION

A. Participants- The participant group met our expectations with respect to the extent of interest and qualifications. Most were inexperienced in Financial Aid Administration, i.e., less than one year of experience in a financial aid office. Moreover, at least one third of the group had experience in financial aid administration and were to assume responsibilities for aid administration beginning with the academic year following the two-week summer portion of the Institute.

The only selection criteria utilized was whether the applicant was currently or would be employed during the following academic year as a financial aid officer in an institution of higher education.

Standardized test scores, academic attainment, age, recommendation, degrees, or an interview were not a part of the selection process. Our recruitment efforts were focused on the public sector in Massachusetts. The aim was to bring together the aid officers from each public institution in the Commonwealth. This effort did not succeed for a variety of reasons; among them, institutional staffing problems, lack of interest on the part of personnel in the institution, an unwarranted notion about the competency of staff, and an apparent lack of knowledge about the institute. Through the backing of the Chairman of the Board of Trustees of the State Colleges and the Chairman of the Legislative Committee on Education in the Massachusetts House of Representatives, however, 22 out of 26 target institutions accepted our invitation to be represented at

the November follow-up meeting.

There were four full-time faculty in residence, which resulted in a faculty-participant ratio of 7.5 to 1. This ratio permitted a high degree of flexibility in the operation of the program, provided many opportunities for individual consultation with the participants and was, in part, responsible for the enthusiasm with which the participants reacted to the program. In addition to the faculty-participant ratio, a key element in the program was the requirement that all full-time staff be in residence with the participants throughout the entire program. This provided many opportunities for contacts at meals, informal sessions, and social activities. This strategy enabled the staff to be more sensitive to the needs of the participants and to their reactions to the program as it developed.

B. Staff- The staff included four professional persons, two students and a number of visiting lecturers. Predictably, the full-time professional staff were by far the most effective in influencing the participants and had the greatest impact on the program. The visiting lecturers were drawn from community agencies, the state legislature, the Massachusetts Board of Higher Education, business and industry, and the U. S. Office of Education. The lecturers from community agencies and the business firm were least effective, largely because none of them had any prior experience with this type of teaching assignment and because their respective assignments were not sufficiently detailed.

C. Activities - The program was divided into five segments: classroom teaching, case studies, independent reading, field trip, and campus visit.

The classroom teaching was conducted in two ways, lectures and discussion

groups. Lectures were presented to the entire participant group by outside speakers and by the director. During the discussion group sessions, the participants were sectioned together according to type of institution, i.e. public two-year college, public four-year colleges, and private colleges and universities, for discussion of lectures and case studies, analysis with the full-time staff. In the small-group sessions the full-time staff was assisted by a student staff member, who reacted both to the faculty presentation and participant reaction.

Case studies were used for the discussions of financial need analysis systems. The initial presentation about the principles of need analysis was made by the faculty, during the first of the small group sessions. In the evening, participants were grouped according to level of experience in need analysis and lead by the faculty through a series of cases designed to exhibit the range of situations they would be likely to encounter at their own institution.

Role-playing was employed to illustrate how financial aid officers might deal with a variety of situations when there was confusion over the need analysis of a student's aid package. At the suggestion of the student staff, a series of mock appeals committees were set up and the student staff presented their arguments for a reversal of the aid officer's decision. The session was conducted on an evening when no other activities had been scheduled and consumed no more then 90 minutes. It was enlightening for the inexperienced aid officers to see how one might handle such a situation involving black students. The participants, for the first time in some cases, saw that the black aid applicants are first and foremost students with the same needs, desires, and concerns that other students have and that an aid officer who is honest, consistent, and reasonable about his policies and practices need not fear a "confrontation" with any student over

a decision.

The independent reading was designed to acquaint the participants with the philosophy of financial aid, the problems involved in being poor, and the practices currently utilized in some institutions. Unfortunately, the participants did not read as extensively as the faculty had hoped they might. Some of the materials were sent to the participants prior to their arrival at the Institute. Their busy schedule on campus, however, prevented them from doing much with them. Once at the Institute they did have sufficient free time to permit the reading; however, the intensive exposure to the faculty and the tremendous volume of new information which they received in lectures and other sessions resulted in a lack of attention to the background reading assignments. It was hoped and expected that some of the "free time" would be used for this purpose.

Two field trips were scheduled. The first was initiated by the staff and involved a walking tour of poverty areas in groups of three or four participants with a street worker from the Youth Activities Commission in Boston. This agency is primarily a juvenile delinquincy prevention unit which, in the course of its activities, developed an educational component. The street workers are assigned to particular territories and attempt to work with youngsters on the street to move them into an employment or educational situation. The tour was designed to generate anxiety in the participant as she or he approached a visit to an unknown, poor, and hostile section of a city, such areas were largely unfamiliar to most participants. The experience was designed to acquaint them with the living conditions and problems of the poor in an average city, and to emphasize how little contact these kinds of communities had with the numerous institutions of higher education which are within a ten mile radius.

On the return from the field trip participants were asked to react in writing to the experience, anonymously if they wished. Some of these are presented in whole or in part in Appendix E. The group also met on their return from the tour to discuss reactions and to compare observations. In this way, each group of 3 or 4 could share, in a small way, the experience of every other group and gain a better perspective about the problems of the poor in the city at large. This discussion allowed participants attitutdes and values to be exposed and examined in the light of how they might differ from the attitudes and values of various minority/low income populations and how the recognition and accomodation of these differences might result in a more effective aid operation.

The tour also provided the participants with an opportunity to experience the anxiety usually concommittent with an unknown and hostile situation not unlike the feelings of students who are attempting to find a way through the maze of admissions and financial aid procedures at institutions which the student perceives as hostile, or less than concerned about their plight.

The observation "Disjointed Nonsense" was from a black student staff member. It reflect'sthe emphasis he put on his participation which he hoped was calculated to move people to action.

The second field trip was developed at the request of the participants and involved visits by small groups of participants to near-by colleges and universities. Because of the diversity of institutions in the area we were able to match participants to institutions similar to their own. At each institution, the aid officer reviewed the policies and operations of his office and walked the group through the application processing cycle. Cooperating institutions were Clark University, Regis College, Boston College,

University of Massachusetts at Amherst, and Northeastern University.
A minor problem was the lack of a two-year college model financial aid office for the benefit of community college administrators. This flaw is expected to be remedied in the planned operation of the program proposed by Northeastern University for the summer of 1971. Cape Cod and North Shore Community Colleges, and Grahm Junior College have been identified as possible models and the staff is assisting the aid officers to prepare for a possible field trip. Each of the aid officers has participated in Framingham Institute in either 1969 or 1970.

The Institute was continued during the academic year in two ways. The first was a series of 3 follow-up meetings which were calculated to involve various other administrators from each participant's college; and secondly, campus visits by staff or consultants.

The meetings involving participants and other administrators proved largely unsuccessful because with one exception, the other administrators chose not to attend. The two-day meeting in the spring with financial aid officers and fiscal officers during which was discussed the record maintenance aspects that involved both offices was productive, because of the interest and concern of the fiscal officers. Most President's and Admissions Officers, however, apparently were unwilling to take the time to participate in a joint program, and felt rather that the aid officer could bring back any information that might be of use to the institution.

The visit to the participant's campus by one of the staff or a consultant proved to be a most effective way to insure that changes might come about due to the institute, particularly at those institutions where the aid officer was performing several tasks. Frequently the operating practices and policies of an institution had not been reviewed until the arrival of the Institute staff member on campus. This visit was also an occasion to bring together the Dean of Students, Fiscal Officer, and, on occasion, the

President of the institution to discuss some of the problems and proposed changes that might be made.

Participants were involved in the decisions of the operation of the program in two ways. Prior to their arrival, they were solicicted about topics of concern so that the staff might have an understanding of what the participants felt their needs were and what they expected to accomplish at the institution. Some of the responses are attached in Appendix C. On the morning of the fourth day of the institute, we asked the participants as they assembled to react to where we had been and where they yet wanted to go, and in particular what changes they wanted made in the agenda. This communication resulted in the visit to the financial aid office, the appeal panel, the presentation by a vocational rehabilitation counselor, and additional sessions on need analysis. The revised agenda appears as Appendix D. The two-week length for the summer session appears adequate based on participant response and staff judgement. We have moved the starting time to mid-July to allow new aid officers another week in their new jobs before coming to the institute.

EVALUATION

A basic assumption was that the effectiveness of an aid office should be reflected in the institutional application for federal student financial aid funds. If an institution is to bring significant numbers of disadvantaged students to campus, recognize the real cost of attending the institution, and make a vigorous effort to bring to the attention of all prospective students the availability of financial aid, these factors would be reflected in a high per capita request. In an effort to measure changes in per capita request, we are attempting to obtain information from each

institution on their activity over a three-year period. At present, the data is complete on only 4 institutions and thus we plan to go directly to the regional offices of the U. S. Office of Education to obtain the data from its institutional files. We find that the four responding institutions are divided in approach. In Institution A, the Federal funds requested per enrolled student increased from $66.00 in 1969-70 to $390.00 in 1971. In Institution B, the funds requested increased from $141.00 to $160.00 in the same year. In Institution C, the request decreased from $294 to $273. In Institution D, the per capita request decreased from $29.00 to $18.00 in this period. This Institution represents a situation where a part-time aid officer reported to a conservative president. The aid officer has been replaced by a full-time professional and the president resigned last summer.

An interview guide was used for the staff visit to individual campuses. A copy of guide is attached as Appendix G. This form was very useful in insuring uniform coverage of a number of points in the visit. This information was also used to modify the content of the 2 day spring session.

No problems were experienced in developing administrative arrangements within Part E guidelines.

CONCLUSIONS

In the area of financial aid training, this institute was unique in several respects. For the first time, extensive emphasis was placed on the student and his community. Efforts were made to change the way in which financial aid officer's viewed enrolled and prospective students, and improve the ways in which they attempted to make aid available to them. The staff made it clear that the principle purpose of an aid office was to put money in the hands of students who need it to enable them to continue

their education and that regulations, systems, principle, sources of support were to be considered in light of how they could work for the student. Moreover, the Institute provided follow-up meetings and campus visitations to assist the participants in implementing change in their aid office and in their institution.

Some changes were readily observable. Four institutions submitted applications to participate in EOG and CWSP for the first time. In six institutions, full-time positions were created for the financial aid officer. In five of these six insitutions, the participants in the institute who had been part-time aid officers moved to new assignments. In most cases, this will work to the advantage of the aid program because of the attitude and orientation of the participants which, in my judgement had been holding back institutional programs. The aid officers from Massachusetts State Colleges began to meet on their own after the November follow-up meeting and planned for the centralized collection of student loans through the Division of State Colleges and Board of Higher Education, and began to develop common administrative procedures which would improve access for transfer students from two-year colleges.

At Blue Ridge Community College, a manual of administrative procedures was produced by the participant and distributed throughout the Virginia system. Blue Ridge was also typical of the type of results that were obtained by the campus visit. The student budget had been held unreasonably low because of the philosophy of the founding president that a student could attend the college for $150 a year which represented tuition and fees. In addition, a scrupulously rigorous need analysis system was being used to avoid difficulties which had previously been encountered with USOE. These factors, coupled with the use of out-dated need analysis tables, had caused the college to disqualify many students with need from employment in the College Work-Study Program. In this visit, we developed an

adequate student budget, reasonable need analysis procedures, and off-campus employment possibilities to assist in utilizing the unexpended CWSP funds. In this latter instance, we were able to suggest the use of black students for tutorial and informational programs in towns with substantial black population, with a view toward increasing the minority enrollment in the college from the existing level of 30 students. The college was prohibited by regulations from setting up off-campus operations, but the student personnel staff had not recognized that the work-study program would permit the off-campus agency to be the employer and thus eliminate conflict with a county mandate.

In an number of other visits, the staff was able to sit down with operating personnel at the college and before leaving actually change existing policies and procedures and outline the necessary mechanisms for implementing these changes.

Because of the close proximity of colleges in the northeast area, it has been possible for participants to continue to meet in local groups once the institute ended its formal program. It is critical that the institute develop rapport among participants so that this type of activity can flow normally from the institute. While some informal group activity has resulted from the institute of 1969, it cannot compare with the close contact and informal organization that has resulted from 1970's Institute. This has been reflected in the strong attendance of the 1970 participants from Pennsylvania and Maryland at the first follow-up sessions, the development of an informal monthly meeting of ten participants in the Boston area, increased attendance at professional society meetings such as the Massachusetts Association for Student Financial Aid Administrators, and the more frequent telephone contact that has occured among participants and staff when problems have

arisen on the campus.

While the impact on participant's institutions was good, the impact on the host institution was considerably less. The college provided excellent physical, logistical and administrative support, but it had no academic programs comparable to the institute. Because there was not the possibility of the development at Framingham State of a major in higher education, the institute staff determined that it would be advisable to move the institute to a host institution where the program could be integrated into, or form the nucleus of a series of courses or a major in higher education administration. For this reason, the renewal proposal was submitted by Northeastern University for 1971-72. On November 23, approval was granted by Northeastern for graduate credit for the institute to be offered in the summer of 1971, if Federal funding is forthcoming. The program will be offered in conjunction with the Department of Counselor Education and thus will allow the institute to draw on the resources of the department to compliment the practical background of the institute staff.

A number of changes will be made to improve the instructional activity. The lecture approach will be revised to improve the continuity of the presentations. Morning sessions will be conducted by the institute director and emphasize theoretical concepts and principles. In the afternoon, participants will be assigned to small groups on the basis of their level of experience and the type of institution. These groups, led by the full-time institute staff, will focus on the applications of the principles in problem situations. Through field work in the community setting, role playing and case studies, students will develop and defend policies and plans for their own institions. Evening sessions will be

devoted to guest lecturers from federal, state and local governemnt, social agencies and the University.

Good instructional materials are sorely needed. While adequate material is available in the form of student case studies, there is almost no instructional material on the practical aspects of managing an aid operation. At the present time, we are attempting to develop institutional case studies on the model of the Harvard Business School approach. These will allow participants to work through standard problem situations, and their solutions to be critiqued in group sessions. This will provide the student with a general frame of reference and method of attack to use when he returns to his own campus.

Our efforts to use lecturers from business systems firms were not successful. The participants lacked the background that would allow them to go from the general applications discussed to uses in the aid office. Efforts are being made to work with business firms in the development of information systems that can be used by small or medium-sized institutions which might have one or two professional staff members for the administration of the aid office. Presentation of the results would be made by a regular staff member with the business representatives serving as commentators or consultants.

Student participation was a major asset. Participants had the opportunity to live with black students and through informal discussion at meals, in the dorm or on trips, continue their learning experience that began in class. For the first time, some of the participants had extended contact with students who raised pertinent questions in rational discussion about the

objectives and priorities of the colleges and the participants. Additional student participation preferably in the form of full-time student staff would be desirable. Because of the location of the host institution and the lack of black students on campus, student representatives were drawn from other institutions. However, this proved to be difficult to organize and it is anticipated that the move to the urban location in Boston will facilitate obtaining the services of students for the instructional period next summer.

The in-residence requirement was a key factor in the success of the institute. The staff objectives and priorities with primary emphasis on attitudes were not necessarily those of the participants. The new aid officers were anxious to learn skills and regulations, to develop a sense of security about this new area. Thus, much of the work to effect behavioral change was conducted in informal sessions in the dormitory and social activities. In our opinion, the institute had the least effect on individual attitudes of those few participants who were commuters.

Formal follow-up activity is essential. Without the campus visits, much of the change might not have taken place. While these visits are expensive in time and money, they provide greater assurance that the objectives of the institute will be met. The report on the 'Financial Aid Advisory Service' by Eino Trevelyan of Spelman College, indicated the value of qualified consultant support to the effectiveness of an aid program, as reflected by increased levels of funding.

Future plans call for the development of a course sequence in aid administration to be offered in the Graduate School of Education at Norhteastern University. The institute would be offered in the summer with preference given to applicants from institutions serving large numbers of miniority-prverty students or offering severely under-financed student aid programs.

APPENDICES

A. Brochure and promotional letters

B. Form letters

C. Participant suggestions

D. Agenda

E. Summary of comments inner-city tour

F. Press clippings

G. Interview Guide

H. Participant evaluation forms

APPENDIX A

FRAMINGHAM STATE COLLEGE

FRAMINGHAM, MASS.

INSTITUTE FOR FINANCIAL AID ADMINISTRATORS

funded by the
U.S. Office of Education
through the
Education Professions Development Act

Program Director
Robert J. Kates, Assistant Director
Northeastern Regional Office
College Entrance Examination Board
475 Riverside Drive
New York, New York 10027

I remember when I was a little girl
the first thing I wanted for Christmas
was to be white and the second thing
I wanted to be was pretty. Finally
I gave up on both and decided that
nothing was going to happen.

Vista December 1968

INSTITUTE FOR FINANCIAL AID ADMINISTRATORS

At present more money in an absolute sense is available for higher education than ever before. At the same time, more students are clamoring for admission and for funds to finance their education. The numbers are increasing from every strata of our society and the needs and demands of these students are new to higher education. Innovation, creativity and flexibility are required by those whose purpose it is to help them toward their goals.

Student financial aid from both new and traditional sources is largely controlled by institutions of higher education. Institutions, therefore, must be responsible for any changes that occur in philosophy and administration of these resources. While federal and state governments may provide the bulk of the funds for various programs, it is the institution which must seek out and administer these funds. To do so effectively requires a capable staff, proper organization, adequate administrative support and a sound institutional philosophy.

This institute will attempt to provide participants with the background necessary to enable them to fully exploit the existing resources within their institutions and communities and to utilize these resources to the greater advantage of their student body. The program will attempt to develop in the participants an understanding of the role of the financial aid officer as an agent for change. The focus will be on utilizing financial aid funds to bring about social change through the creative administration of a total student financial aid program.

Program. The two-weeks of full-time training will be held from July 7 through July 18, 1969. During this period, the emphasis will be on the organization of the comprehensive aid program, the development of sound practices, need analysis in non-traditional situations, and the problems of recruiting, retaining and financing students of different cultural and socio-economic backgrounds. This will be done through lectures, field trips, and small group sessions based on the type of institution a participant represents. Five one-day sessions during the year will focus on the relationship between the financial aid officer and other administrators on campus. In October the participants will meet jointly with admissions officers, in December with presidents, in February with fiscal officers, from the participant's institution. During the December through February period, consultants and staff will visit the campus of each participant to review the operation of the aid program and meet with personnel on the campus. In April, reports of these visits will be reviewed as a basis for modification in local operatations. The June meeting will emphasize the reporting relationships with local, state, and federal programs.

Academic Credit. No academic credit is provided for participants in the institute.

Participants. Participants will be drawn from the public institutions of higher education in Massachusetts and from developing institutions in Massachusetts and the New England region. Because of the continuing nature of the sessions which will involve personnel from other departments within the institution during the course of the year, it is essential that participants represent institutions within reasonable distance of Framingham State College. Applicants need not be employed by an institution of higher education nor working in financial aid at the present time so long as their assignment for 1969-70 would make them eligible for participation. If sufficient participants are not available from the Northeastern region, participants will be selected from the applicants outside the region.

Application Procedure. Those within the category outlined should request copies of the application form from the program director. These should be returned by May 15, 1969. Applicants will be notified by May 23 and required to accept the invitaion to participate by June 2.

Housing and Transportation. All participants are expected to live on-campus during the Monday through Friday period. Participants will be housed in Larned Hall, a new residence hall-instructional facility. The room and board charge for the two-week portion of the institute will be $75 on a double occupancy basis. In addition, participants are responsible for their own transportation, and for meals during the one-day sessions.

Framingham is located 25 miles west of Boston on the Massachusetts Turnpike.

Stipend. For the two-week period, each participant will be provided a stipend of $75 plus $15 for each dependent. The stipend will be paid at the beginning of the program.

Staff

| | |
|---|---|
| Robert J. Kates | College Entrance Examination Board |
| Ronald M. Betz | College Entrance Examination Board |
| Robert Morrissey | Director of Financial Aid and Placement<br>University of Massachusetts - Amherst |
| Carl Brown | Financial Aid Officer, Lincoln University |

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In selecting individuals for participation and otherwise in the administration of this program, Framingham State College will not discriminate on the ground of the race, creed, color, or national origin of any applicant or participant.

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RJK/lf

APPENDIX A

June 6, 1969

Dr. Andrew S. Flagg
President
North Adams State College
North Adams, Massachusetts 01247

Dear President Flagg:

At this point, only three of the state colleges in Massachusetts will be represented at the Institute for Financial Aid Administrators to be conducted this year at Framingham State College. Because the small group sessions will be devoted to the practices of aid administration in the state college system in Massachusetts, maximum benefit can only be obtained by maximum participation.

At the present time, action on applications for aid officers and deans outside of the Massachusetts State College and Community College system is being deferred in anticipation of a response from your college. However, I cannot defer action on these applications beyond the 19th of June.

If your institution is to be represented by one or more staff, the enclosed application form should be completed and returned to me immediately.

The deans and directors who have been selected so far and the guest lecturers such as Thomas Atkins of the Boston City Council, should combine to make a very informative and exciting program. I hope that members of your staff will be able to participate.

Sincerely,

RJK/jp
Enclosure
cc: Director of Financial Aid

Robert J. Kates, Jr.

APPENDIX A

June 4, 1969

Mr. William J. Finn
Swain School of Design
New Bedford, Massachusetts

COPY

Dear Mr. Finn:

The enclosed bulletin outlines the details of the Institute for Financial Aid Administrators to be held at Framingham State College during the next year. Because of the growing concern in many institutions about the operation of effective aid programs, you may want to take part in this institute.

At the suggestion of Richard Rowe, of the Regional U. S. Office of Education, this invitation is being sent to you directly, because the institute will use a small group approach to the study of the problems. Separate groups will be constituted for both the representatives of community colleges and state colleges in Massachusetts as well as for the representatives of private institutions such as your own. The staff feels that those institutions which are developing, reorganizing or centralizing their aid programs will benefit from the participation of their personnel in this training activity.

The application for participation enclosed with this letter should be returned to me as soon as possible. I am sending a copy of this letter to your president so that he will be aware of this activity. I hope that your institution will be represented and that if you have any questions about the program you will feel free to call me.

Sincerely,

RJK/jp
Enclosure
cc: Office of the President

Robert J. Kates, Jr.

6/24 no answer
6/25 Sorry, it came in the middle of his vacation.

APPENDIX A

April 9, 1969

Charles W. Dudley
President
Newton Junior College
Newtonville, Massachusetts

Dear President Dudley:

The enclosed bulletin outlines the details of the institute for financial aid administrators to be held at Framingham State College during the next year. Because of growing concern in many institutions about the operation of effective aid programs, you may want to insure that Newton Junior College is represented.

This invitation is being sent to you directly because the insitute will use a small group approach to the study of the problems. Separate groups will be constituted for both the representatives of community colleges and state colleges in Massachusetts as well as for the representatives of private institutions. The staff feels that those institutions which are developing, reorganizing or centralizing their aid programs for poverty/minority groups will benefit from this training activity.

I am sending a copy of this letter to the Dean of Students along with an application for participation in the institute. I hope that your institution will be represented and that if you have any questions about the program you will feel free to call on me.

Sincerely,

Robert J. Kates, Jr.

RJK/lf
Enclosure
cc: Dean Charles D. Merrill

APPENDIX B

April 18, 1969

Mr. H. A. Bauer
Director, Occupational Education
Wenatchee Valley College
Campus - Fifth Street
Wenatchee, Washington 98801

Dear Mr. Bauer:

Thank you for your inquiry about the Institute for Financial Aid Administrators to be held at Framingham State College this summer. Enclosed is a brochure which describes the nature of the program.

As you will note the program combines a two-week summer institute with a series of one day sessions and campus visits. For this reason we are restricting the initial consideration of participants to those applicants from institutions within the New England region. If sufficient participants are not obtained on this basis than we will be able to consider other requests on a space available basis.

I am sending a copy of this letter to our regional office in your area which may have information about programs in that region. They will respond directly if this is the case.

Sincerely,

Robert J. Kates, Jr.

RJK/lf
Enclosure
cc: Mr. William Van Dusen
Assistant Director
College Entrance Examination Board
Western Regional Office
800 Welch Road
Palo Alto, California 94304

APPENDIX B

June 16, 1969

Mr. Thom P. Brown
757 Stevens Road
Swansea, Massachusetts 02777

Dear Mr. Brown:

I am pleased to tell you that your application to participate in the Institute for Financial Aid Administrators at Framingham State College has been approved. Preliminary materials and a detailed program will be sent to you between now and June 25. We hope that the program will meet each individual's needs. To help us move toward this goal, I would like to encourage you to submit ideas for topics of special concern to you. These topics may be recommended for either the two-week summer program, or for the one-day sessions during the year, or both.

The enclosed Stipend Request Form should be completed and returned to me as soon as possible. You will receive a stipend of $150 for the program. I anticipate that stipend checks will be available during registration on July 7th.

Housing assignments will be made in mid-June. You will be billed prior to registration in the amount of $75 for the room-and-board charge so that payment may be made in advance of registration.

Because the group of participants chosen thus far is an exciting one, we of the staff look forward to some stimulating sessions.

Sincerely,

Robert J. Kates, Jr.

RJK/lf
Enclosure

COPY

APPENDIX C

BLUE RIDGE COMMUNITY COLLEGE
BOX 80. WEYERS CAVE. VIRGINIA 24486

NERO
BPI ETC
RMB RJK
CLB MDL
JUN 2 6 1969
FILE

June 24, 1969

Mr. Kates, Asst Director
College Entrance Exam Board
475 Riverside Drive
New York, New York

Dear Mr. Kates:

The following is in response to topics of concern at the Framington State College Institute on financial aids. I realize that there are many questions here, but perhaps they will give you some ideas in regard to conducting the Institute.

(I) Cover "Need Analysis" relevant to the community college situation.
(a) room and board within institutional budgets for commuters
(b) computation for commuting students...transportation/mileage.

(2) Need analysis for married and independent students

(3) General organization and administration of a financial aids program; the dichotomy of responsibility for fiscal officers, institutional representatives, data processing.

(4) Cover the efficiency and accuracy of various need analysis systems to the extent feasible, and institutional liability for vendor services.

(5) Discuss the necessity for a financial aids committee, and student participation within.

(6) Discuss a simplified type application for an institution within minimal institutional funds and participation in only one federal program

(7) Does BEEB take into account tax free benefits of military personnel in computing it's need analysis for students there of?

BLUE RIDGE COMMUNITY COLLEGE
BOX 80. WEYERS CAVE. VIRGINIA 24486

June 24,1969

(8) Discussion of long and immediate range future of financial aid officers in terms of federal subsidization in future, salaries administrative expense accounts, opportunity for advancement,etc.

(9) Dispense as much literature as possible concerning the Federal programs, EOG, CWS, NDSL, LEEP, Talent Search, etc.

(I0) What should an average folder on a students financial status consist of? (student master card, application, awards letter, etc.)

(II) Discussion of termination of aid, documentation of the situation, and any form letter of pertinence (also "due process" )

(I2) Discussion of entrance and exit interviews

(I3) Why do we imply that EOG money is largely free to an institution and it's students when institutional matching for smaller schools often is a headache

(I4) General ledger accounts and other accounting mechanisms

(I5) The extent to which the financial aids officer is a public relations man and recruiter of institutional funds

(I6) Discussion of administrative expense accounts as supplementary salary and documentation thereof

(I7) Cover operational and fiscal reports and other relevant HEW reports

(I8) Example "maintence student effort" for new institutions operating in CWS

(I9) Billing and collection servixes and procedures available for NDSL

Sincerely,

Thomas Nesbitt, Counselor

DIVISION VIRGINIA COMMUNITY COLLEGE SYSTEM

APPENDIX C

# villa julie college

GREENSPRING VALLEY ROAD
STEVENSON, MARYLAND 21153
AREA CODE 301 486-7344

May 28, 1969

FILE

Mr. Robert J. Kates, Jr.
College Entrance Examination Board
475 Riverside Drive
New York, New York 10027

Dear Mr. Kates:

Thank you for your kind letters informing me that I am a participant in the Institute for Financial Aid Administrators at Framingham State College during the two weeks in the month of July.

A very important part of the program, it seems to me, will be the exchange of ideas with people who are working in the same field with similar problems.

Topics of special concern will include first of all ways and means of stretching limited funds to insure assistance where it is most needed. A study of how other institutions analyze and determine need will be fruitful. Information concerning different types of scholarships available to students will be useful. Some persons are not familiar with the Veterans and Rehabilitation scholarships.

I wish you success in all your undertakings.

Sincerely,

Sister M. Bernadette Killian

Sister M. Bernadette Killian

APPENDIX C

The Commonwealth of Massachusetts
State College at Worcester
486 Chandler Street
Worcester 01602

NRO FTC
RPI RJK
R. S MDL
JUN 0 2 1969
FILE

May 28, 1969

Robert J. Kates, Jr.
College Entrance Examination Board
475 Riverside Drive
New York City 10027

Dear Mr. Kates:

The chief topic I am interested in having gone into in detail during the Institute for Financial Aid Administrators at Framingham this summer is the problem of the independent student. More and more students fit into the category of independent both because more students are marrying while still in college and because more older students are returning to college. The Student's Confidential Statement is a partial answer to this problem but has not proven to be as successful as the PCS for the typical student. Another area of interest is the off-campus summer CWSP. Here are involvements quite different from those involving CWSP on campus or off-campus during the school year.

Yours sincerely,

Loren Gould

Loren Gould
Assistant Dean of Students

APPENDIX D

Revised AGENDA - INSTITUTE FOR FINANCIAL AID ADMINISTRATORS

First Week

| | | |
|---|---|---|
| Monday | AM | Registration |
| | PM-1 | Background, orientation |
| | PM-2 | Organizing an Aid Office - Morrissey |
| Tuesday | AM-1 | Policies & Practices - Brown |
| | AM-2 | Development of Institutional Plan - Group Session |
| | PM | Background on Field Trip - Thos. Atkins, Bos. City Council |
| Wednesday | | Field trip - inner city 1:00 - 9:00 P.M. |
| | | Groups of 5 + leader from Youth Activities Comm. |
| | 10^oo PM | Recap of day |
| Thursday | | |
| | AM-1 | Develop group reports of field trip |
| | AM-2 | Presentation and discussion of reports |
| | PM | Need Analysis - Basic systems and principles, federal requirements - Kates |
| | | Case studies Group sessions |
| Friday | | |
| | AM | Need Analysis - emphasis on non-standard situations |
| | PM | Case studies Group sessions |

Second Week

| | | |
|---|---|---|
| Monday | | |
| | AM | Development of employment programs Kates |
| | PM-1 | Scholarship/Grant programs - Morrissey |
| | PM-2 | Loan programs - Brown |
| | EVE | TUTORIAL - FINANCIAL NEED ANALYSIS |
| Tuesday | | |
| | AM-1 | Development of short-term budgets - Kates |
| | AM-2 | Applying for federal funds - Rowe, USOE |
| | PM-1 | Institutional, Federal Reporting requirements - R. Rowe |
| | PM-2 | ~~Data collection~~ - Betz Vocational Rehab - Hull |
| | EVE | Appeals Panel - role playing |
| Wednesday | | |
| | AM | Development of Non-Inst. Resources - Community School Prog. |
| | AM-2 | Dialogue on positive discrimination |
| | PM | ~~Preparation of aid policy position papers~~ |
| | | Field trip - financial aid offices |
| Thursday | | |
| | AM | Mock meeting Committee on Fin. Aid (Policy) |
| | | Presentation by participants of position papers |
| | PM-1 | ~~Draft application for federal funds~~ McBee Systems |
| | PM-2 | Dept of Public Welfare |
| Friday | EVE | Planning + managing office workload |
| | AM | Meeting with state legislators |
| | PM | Discussion of Evaluation Forms |
| | | Assignments for October session |
| | | Planning for one-day meetings |

K

APPENDIX E

## Participant Comments on Inner-City Tour

1. The trip....was worthwhile but of limited value....Experiences that might have been included to help us realize the conditions under which people in housing projects live: 1) a visit to an apartment; 2) visits to area stores - grocery, drug, clothing- for comparison of prices and quality of goods; 3) visits to community service agencies - e.g. employment, health clinics - to observe procedures; 4) visit with project manager to better understand the conditions of the projects. I think that all of these would help us to appreciate the background experiences of needy students.

2. The field trip leaders were especially well versed in the particular social and economic pressures which caused the poor to remain invisible. I feel that the trip was worthwhile but only if it had some effect on the future recruitment of low income students.

   More opportunity should be given to the F.A. officers to speak to more of the individuals involved. Their attitudes, and their expectations would have been welcomed.

   Perhaps a group of teenagers from the low income segment could tell their own story as well give us an opportunity to question them concerning their aspirations. Subject, such as their particular relationships with their family as it relates to summer income, the amount of money they feel necessary for them to atten college and the effect of their attendance on the dynamics of the family.....

3. I felt the field trip was very enlightening and certainly opened my eyes to the problems of the people in this area. As a result of the trip, I have changed my viewpoint somewhat on how to recruit, where to recruit and problems relating to these disadvantaged fitting into the college community.

   Our guide, a street worker with young people, carefully filled us in on the background of Columbia Point, problems relating to the area and the planned future of the area. We walked through the area and then met with two women in the project education office to discuss educational background and preparation of the potential college student. We also discussed many other items relating to social and cultural backgrounds.

   I think over all we had a thorough indoctrination except that I personally would have appreciated visiting some of the living apartments to see how families were actually living((providing this would not impose on their privacy).....

4. I felt the trip was worthwhile. It gave me an opportunity to see what are the actual needs and circumstances of many of the applicants that come seeking financial aid. The eyeball to eyeball contact with the community leaders who are attempting to direct young people to college enabled us to become aware of the fact that many of todays drop-outs are really some of the more-able students of the community....

5. The trip exposed me to the city and helped me understand what living in a "project" is like. I found myself becoming sympathetic to the problems of the youngsters in the city. However, the purpose of the field trip was not made clear. The field worker who escorted us arranged for us to talk to youngsters so we could discover if they were acquainted with financial aid and what prevented them from seriously entertaining the idea of attending college. It was somewhat surprising to me to learn that youngsters did not know that financial aid was available. Perhaps some of these youngsters did not have a strong ambition to attend college before. Perhaps more effective, possible popular, means of communication like T. V. have to be used in these areas....

6. Although I did become aware of an area of great possibility for recruitment of disadvantaged students as a result of the field trip to Columbia Point, I do feel that the trip could have been a little better organized....I feel that because they knew we were going into the area, they could have made arrangements to have the group meet some of the families, talk with members of the school staff, and possibly some of the young people who have expressed an interest in attending college.

Our guide was very informative and explained the condition of the area in good detail. The woman we met with was also very informative but did hit upon problems that although informative, were far beyond our reach to advise, assist, or correct.

7. The field trip was a good idea. I have more experience than most officers with poverty, because of part-time work experience in projects and ghettoes, so I was not so surprised at things we saw. I was glad to get a chance to see Columbia Point, since I would not have gone there alone myself. Other areas of the city I would have occasion to visit.

The worker who led us was very talkative, though not so sophisticated. This was good. He had not categorized all his information, so it came out naturally. There should not be any attempt to prepare street workers any more than was done. Same for residents. They started talking about all their concerns, not just those related to college and financial aid.

8. The general idea of meeting the people where they are and becoming familiar with the locale is an excellent one. I found the experience profitable because usually when lecturers hammer about the persons of limited means, one gets the idea that these people are unhappy, depressed, rebellious. The young people we met yesterday seemed to be satisfied with the little, they had; they were friendly, not hostile; they answered readily and honestly.

   From talking to them, I realize that in the schools, students are not getting the guidance they need. One honor student had never been told about financial aid....

9. This was a real eye opener....The one outstanding thing coming out of interviews with these young people is the complete lack of information coming from their various guidance counselors....

10. The experience was a different one -- poverty and cultural disadvantage most evident. It was merely an insight into the many conditions which might be met in recruiting students from these areas. However, it cannot be concluded that each and every student presents the same type of problem.

    The experience could perhaps be better handled with smaller groups and even on a single person basis with a young worker as a guide.

    The most valuable aspect would probably be the fact that recruitment of the disadvantaged should be handled on a personal basis and that each institution should evaluate for itself conditions such as these in their own areas.

    It is evident that these students find it difficult to conceive of any real help for them -- too many are discouraged from the start -- many more never get to the high school guidance counsellors office. Many seem never to be encouraged by teachers or counsellors to pursue a course in higher education.

    Problem: How can we reach these young people throughout their high school years, not just when they are ready to graduate and make a decision...

11. ....I would feel that the field trip would have been more of a success if our guide had lined up several boys or girls that we might have talked to to get their ideas on education. We were informed that he only knew two boys in his area that graduated high school. So where is the college material if we are able to aid these boys?....

12. Unfortunately, personally I gained little from the field.trip. There was little action happening in the area at the time. One must realize the difficulty of getting area people to speak freely when strangers are around....For the future I would

suggest that this be a two part field trip. One trip to a black area and the second to a predominately white area. I would suggest that the trip be planned for the very late afternoon early evening, and that the participants be allowed to select the area or field person...

13. The most exciting part of the trip for me was talking with the youth workers themselves....These youth workers seem to be the only link the youth have to outside society. They can bring to their attention such things as career opporunities, college information, health information and many other types of knowledge.

    Most of the teenagers we talked to felt the high school counselors were unable to communicate with them. This is if they had a chance to talk to one....

14. Steve Hanna our group leader made our trip most enlighting. As we parted I thanked him for a most interesting and depressing afternoon. This summarized our tour....More time could have been devoted to meeting teenagers and adults to gain a better feel of the enviroment.

    This type of experience should be a part of all financial aid officers workshops. It will be of great value in future meetings with students that need great help.

    Everyone should have the experience of soul food.

    How about some at Framingham rather than that devil food we're getting.

15. Yesterday's trip indicated a certain lack of communication between counselors, students and financial aid officer. Talking to the few we met was rather interesting. Perhaps it might have been more profitable if there were another way of reaching them. But it has made me aware of the necessity of planning ways of going directly to the needy college potentials.

16. By far the most useful part of the workshop so far. This type of exposure to the slums world make real the background of the student coming from such areas. In a financial aid office the various forms or even the interview with the student does not express the true background he comes from. Most financial aid officers have not come from such areas and therefore do not appreciate the background of the student. Field trips such as the one yesterday do not supply this background,only living in such an area would. But such field trips do initiate new lines of thought and a greater reciptivity to students from such backgrounds.

The several hours conversations with those working in Columbia Point revealed a different world from those the college administrator is familiar with. Contacts such as this should prove fruitful as colleges awaken to their responsibility to aid in the development of students from such areas. In turn I think that those we talked to at Columbia Point also got a better understanding of the colleges and their role.

The major limitations I would see would be where the out-of-state institute members were concerned. They also gained insight but not with the area they draw from and their colleges role in aiding these areas, of necessity, will be much less then the local colleges. Certainly no single group should be composed of only out-of-state people since the ones being talked to would see very little advantage for this and would probably not be as candid as with a group they could see as helping them directly.

17. The field trip to the inner city did expose the group to the problems and the background setting of the disadvantaged student. Many of these problems were not new to me. I have lived with and seen these problems through the course of growing up.

The one item that interested me the most was our group leader from the Youth Activity Council (YAC). He was an individual who lived under the conditions and in the areas we visited. It is impossible to describe the impressions felt and the dialogue among our group and our leader from YAC.

The concept of a visit to the inner city is good. By talking to and visiting with the persons in these housing projects one can better understand the need for different admission policies and carefully prepare financial aid packages. The visit to the inner city sensitized me to the family situation which does not present itself on a PCS.

18. I thought the field trip to be a useful thing, but it would of course have varying degrees of importance for each individual depending upon that individual's early enviromental and conception of the "word" poverty.

I think <u>just</u> a tour through the Roxbury ghetto and the perceiving of "physical" poverty does not bring across the <u>full</u> impact. Many people cannot conceive of the <u>degree</u> of emotional bitterness and lack of hope accompanying the physical (buildings, etc.) deprivation. If college administrators could get a better idea of the "social paranoia" and the systematic human degradation that accompanies personal development in the ghetto.....then I think, of course that one can imagine that <u>financial</u> aid simply is a start at attending college. Money is simply society's physical repayment to an individual who has

been a part of physical deprivation in an affluent society. The dollars initiate access ability, but cannot begin to penetrate the emotional and psychological deprivation that goes with the word "disadvantaged."

So, I gues, bring the administrators face to face with a system that is affluent and yet doesn't cope adequately with poverty .....somewhere the administrator must talk with the typical case of despair, be it seminar, tour, or what. It's tough to experience deprivation, just by seeing it.

19. The lack of organization as far as the field trip was concerned is probably what bothered me the most. I went down to Charlestown and felt that little was accomplished. We met absolutely no kids and were not exposed to any truly sub-standard housing or living conditions. Our tour leader explained that the time we arrived was inappropriate and that he had only been informed of our arrival that morning, he also had to return us early in the evening because of previous commitments. We went to a family center and talked to one of its director's and got the genera complaints of college's lack of interest plus a surprising amount of resentment towards preferential treatment that black students have received in fiancial aid programs. We spent only about two hours in the area and accomplished about zero....

20. "Disjointed Nonsence!"

A slum is a slum, is a slum; you seen one you've seen them all.

There weren't many kids around but those that were, - dirty, everything disgustin.....Do Something about it. We know that the slums are there and nothing is done. WHAT ARE YOU GOING TO DO? How many times you see slums - "Oh that's bad, something must be done, thoese poor people." - Nothing hapens What are you going to do.

The time writing is through, over, done. Action is now. Get these "DISADVANTAGED STUDENTS" into school. You seen some people who work with them, who knows them, who can get them anytime you want them - you want them NOW.

The time for writing is over. Action is Now.

APPENDIX F

The NEWS FRAM-NATICK 7/19/69



# Framingham State Plans Financial Aid Seminar

FRAMINGHAM — Framingham State College will be the site of a special Institute for financial aid administrators over the next two weeks.

The program, paid for by the federal Office of Education under the Education Professions Development Act, is designed to better prepare the financial aid officers in the institutions of higher learning to establish, develop, control, expand and exploit funds for student aid.

The two-part study, which will be conducted at Framingham State from July 7-18 and during an additional five 1-day sessions over the course of the year, will be directed by Robert J. Kates and Ronald M. Betz of the College Entrance Examination Board(CEEB) of New York.

Other members of the institute's instructional staff include Robert Morrissey, director of financial aid and placement at the University of Massachusetts, and Carl Brown, financial aid officer at Lincoln University.

In addition, the staff will employ guest lecturers including Thomas Atkins of the Boston City Council and members of the Massachusetts legislature during the two-week, on-campus phase of the program.

Kates, assistant director of the Northeastern Regional Office of CEEB and former director of financial aid at Northeastern University, has prepared an agenda to include discussions of aid office organization, establishment of policies and practices, field studies, spokesmen from youth groups, a study of needs for scholarships, grants and loans, an examination of federal and state aid programs and methods of applying for aid funds.

The institute outline stresses the need by institutions and communities to utilize existing resources to the greater advantage of the student body and the social change possible under creative administration of financial aid programs.

REP. GEORGE ROGERS, (left), chairman of the House Committee on Education, who spoke on "State Financing of Student Financial Aid Problems" at the Friday morning session of the Institute for Financial Aid Administrators at Framingham State College, discusses current problems on campuses and the efforts being made to solve them on the state level with (left to right): Robert Morrissey, director of the financial aid and placement at the University of Massachusetts, Charles O'Connor of the Massachusetts Bay Community College and Robert J. Kates of Tappan, N.Y., formerly of Framingham, of the college entrance examination board and a director of the Institute.

APPENDIX G

# INTERVIEW GUIDE
# FOR
# AN ANALYSIS OF FINANCIAL AID PROGRAMS, OPERATIONS, AND RESOURCES
# IN THE
# INSTITUTIONS REPRESENTED
# AT THE

# EPDA INSTITUTE FOR FINANCIAL AID ADMINISTRATORS
# FRAMINGHAM STATE COLLEGE

Robert J. Kates, Director

November, 1969

Is there a standing college committee for financial aid?

Indicate the number of members in each category.

| | Number |
|---|---|
| Financial aid staff | _____ |
| Admissions staff | _____ |
| Other administrators | _____ |
| Faculty | _____ |
| Students | _____ |
| Other | _____ |

In which category is the chairman?

What is your position on the committee?

Approximately how many times does the committee meet during an academic year?

What areas of financial aid does the committee concern itself with?

Indicate the percent of time the committee devotes to:

| | |
|---|---|
| Review or determination of specific awards | _____% |
| Policies and practices | _____% |

What is the role of your financial aid committee in determining eligibility and stipends?

Who has the primary responsibility for determining student financial aid policy at your institution?

| | Number |
|---|---|
| Yourself | _____ |
| Financial Aid Committee | _____ |
| President | _____ |
| Director of Admissions | _____ |
| Other | _____ |

Where are major policy decisions such as involvement in College Work-Study Program made?

What review or appeal process do you have for students who are dissatisfied with the decision concerning their financial aid?

Does your college have a brochure on financial aid other than the university catalogue which is made available to applicants?

What other hand-out materials do you have for specific programs?

Are you given adequate space in the college catalogue to describe the financial aid resources at your institution?

Are you given adequate space in the college catalogue to describe the basis on which financial aid is awarded?

Are admissions decisions made without regard to the financial need of the applicant?

Do you have a cutoff date for freshman scholarship applications?

Please indicate the yearly processing schedule of your office.

| | Application Release Date | Application Deadline Date | Notification Date |
|---|---|---|---|
| Scholarships and Grants | | | |
| Freshmen | _____ | _____ | _____ |
| Renewals | _____ | _____ | _____ |
| Transfers | _____ | _____ | _____ |
| Loans | _____ | _____ | _____ |
| Employment | _____ | _____ | _____ |

Do you have a firm minimum grade-point average required for scholarship renewal?

Describe how scholarship aid is renewed.

Do you have a single or multiple application form for your financial aids?

_____ Single _____ Multiple

What advantages or disadvantages do you find in your application system?

Which financial need analysis system do you use for:

Scholarships and Grants _____
Loans _____
Employment _____

If the CSS system is used, approximately what percent of the estimated family contribution is changed by your office?

_____%

What are the major areas in which these changes are made?

What method do you have for determining self-supporting status for:

Single students

Married students

What additional costs do you include in student budgets for unusual cases?

What costs do you include for students who live at home and commute?

What aid is made available to transfer students from two-year colleges for their first semester at your college?

What aid is made available to transfer students from four-year colleges for their first semester at your college?

Indicate if any of the following categories of undergraduates are eligible for scholarships without regard to need.

_____Children of faculty
_____Children of staff members
_____Musicians
_____Debaters
_____Athletes
_____Foreign Students
_____Outstanding Scholars
_____Others (please list)

Does your college consider a student's financial need when filling term-time jobs which are not included in the Federal Work-Study Program?

Approximately what percent of award selections are based on a standard formula administered by the financial aids office?

_____%

Who has the primary responsibility for determining the stipend of awards for entering freshmen in clearcut cases?

What percent of your awards are packaged? _____%

What is the most common package combination?

Do you attempt to determine the total amount of scholarships awarded to undergraduates from all sources outside the college?

What relation is there between the admission notification and financial aid notification in regards to timing and sharing of the decisions?

What is your award notification system? Do you have an award notice?

Do you have terms of awards which include the following information?

_____Disbursement
_____Renewal eligibility
_____Cancellation features
_____Notification of other financial aid

In what ways do you notify students not selected for financial aid?

Does this notification indicate other financial aid resources which they might take advantage of?

What is your title?

What is the title of your immediate supervisor in financial aid matters?

The Financial Aid Office is a section of what administrative unit within the college?

What percent of your working week is devoted to financial aid? _____%

Please list below the salary or salary ranges of the professional and clerical staff in your financial aid office.

| | No. | Salary or Salary Range |
|---|---|---|
| Director | ___ | $_____ |
| Assistant Director (s) | ___ | $_____ |
| Clerical | ___ | $_____ |
| Graduate Assistant (s) | ___ | $_____ |
| Student Assistant (s) | ___ | $_____ |

Have you ever attended a Financial Aid Workshop or Regional Meeting?

Have you ever communicated with CSS about problems in their financial aid system?

What professional meetings have you attended in the past two years?

To what professional associations do you belong?

Which of the following periodicals do you usually read?

Higher Education & National Affairs....._____
Chronicle of Higher Education....._____
College Board Review....._____
American Education....._____
Financial Aid Newsletter....._____
Journals of _____
(indicate association)
Others _____

Have you been a committee member, officer or program participant in any professional meeting within the past two years?

How do you keep abreast of current events in student financial aid?

How do you keep your staff abreast of current events in student financial aid?

Do you serve on other college committees not related to student personnel or financial aid?

Do you serve as faculty advisor to any student group?

What coordination is there between the financial aid committee, if any, and the admissions committee?

How often do you have face-to-face or telephone conversations with:

| | Daily | 2 or 3 times a week | 2 or 3 times a month | 2 or 3 times a year | Almost never |
|---|---|---|---|---|---|
| Other administrators at your college?..... | ____ | ____ | ____ | ____ | ____ |
| Junior faculty members..... | ____ | ____ | ____ | ____ | ____ |
| Senior faculty members..... | ____ | ____ | ____ | ____ | ____ |

Does the faculty or staff receive reports periodically describing the financial aid program at your college? If yes, describe.

Do appropriate college officials receive information about the aid recipients in their college? If yes, describe.

Do you prepare an annual report? If so, to whom is it distributed?

Does the financial aid office have any responsibility for the development of financial aid resources? If so, what?

Does your college consult with other colleges on a regular basis in order that mutual candidates would receive similar financial aid offers?

Have you been involved with financial aid officers in other institutions for any of the following purposes?

Uniform financial aid applications..... ____
Coordinated approach to the State Legislature..... ____
Information disbursement to students..... ____
Assistance in filing applications for federal aid..... ____
Others (please describe)..... ____

How often do you correspond with or speak by phone with:

| | Daily | 2 or 3 times a week | 2 or 3 times a month | 2 or 3 times a year | Almost never |
|---|---|---|---|---|---|
| Aid administrators at other colleges..... | ____ | ____ | ____ | ____ | ____ |
| High school personnel on aid matters..... | ____ | ____ | ____ | ____ | ____ |

About how many directors of financial aid at other colleges do you know personally:

( ) None ( ) 1 to 3 ( ) 4 to 10 ( ) 11 to 20 ( ) 21 or more

What system do you use for notifying donors of students selected for their aid?

What system do you have for sending grade reports to donors?

What system do you have for requesting students to send thanks to donors for financial aid which they received?

Indicate below which office administers the aid indicated.

| | My Office | Other Office |
|---|---|---|
| Scholarships for freshmen | | |
| Scholarships for enrolled and transfer students | | |
| Loans for freshmen | | |
| Loans for enrolled and transfer students | | |
| Scholarships to graduate students | | |
| Loans to graduate students | | |
| College Work-Study Program | | |
| Term-time jobs on campus | | |
| Term-time jobs off campus | | |
| Certification of applicants for guaranteed loans | | |

Is your office responsible for the collection of student loans?

Indicate what other administrative or student personnel work you have in addition to financial aid administration.

What use do you currently make of data processing systems for financial aid?

What use is made of data processing systems for loan collection and reporting if that responsibility is in some other office?

What use of data processing systems do you envision within the next two years in either or both areas?

What is your responsibility in the actual disbursement of funds?

What is your responsibility in the actual accounting of funds?

What is the responsibility of the financial aid committee and your office in Athletic Grants?

What do you feel are the major strengths of your financial aid program?

What do you feel are the major weaknesses?

How could these weaknesses be resolved?

What institutional research have you done in conjunction with your director of institutional research?

## Records and Reports

Please ask the aid director to describe first and then show you the record keeping system for student applications and actions and for aid funds.

The Interviewer is to complete this section after the interview.

### Items

1. Are there separate sets of records maintained for:

   (a) each student applicant YES ___ NO ___
   (b) every available aid fund YES ___ NO ___

2. Can a comprehensive history of financial aid action on each student from first application to graduation be traced in the aid office:

   (a) very easily ___
   (b) satisfactorily ___
   (c) with difficulty ___
   (d) not at all ___

3. Do fund files reveal current balances, charges against the account, donor information, candidate criteria, restrictions, and other pertinent data:

   (a) very easily ___
   (b) satisfactorily ___
   (c) with difficulty ___
   (d) not at all ___

4. Are financial aid records on applicants and funds organized in a manner permitting report preparation:

   (a) very easily ___
   (b) satisfactorily ___
   (c) with difficulty ___
   (d) not at all ___

D. DATA ON ENROLLMENT AND AWARDS AT YOUR COLLEGE

Please provide estimated figures for undergraduates. Use 1968-69 award figures.

1. Number of all recipients of financial aid by total family income intervals.

| | Pre-freshmen | Enrolled |
|---|---|---|
| $0 - 2999 | | |
| $3000 - 5999 | | |
| $6000 - 7499 | | |
| $7500 - 8999 | | |
| $9000 - 11,999 | | |
| $12,000 - 14,999 | | |
| $15,000 or more | | |

2. Number of applicants..... _____ ..... _____

3. Number of recipients..... _____ ..... _____

4. a) Number of admissible and needy applicants for whom no money _____.
   b) Amount of money required to meet the needs of this group $_____.

5. Total typical expense budget for students: Resident $_____
   Commuter $_____

6. Enrollment of full-time students, fall 1969
   Total undergraduate _____
   Freshmen, Black/Brown _____
   Upperclass, Black/Brown _____

7. Guaranteed Loan Program: Number of borrowers _____
   Total amount $_____

8. Allocations for Federal Programs 1969-70

   Nat'l. Defense Student Loan...$_____
   EOG.....$_____
   CWSP 7/1/69 - 12/30/69.....$_____
   Nursing Loan.....$_____
   Nursing EOG.....$_____
   Law Enforcement.....$_____

9. Will you utilize the administrative expense reimbursement provision this year?
( ) Yes ( ) No

If yes, estimate amount you will withdraw $_____

If no, what factors affected your decision?_____

_____

_____

| | NUMBER OF RECIPIENTS | TOTAL AMOUNT |
|---|---|---|
| 10. State Scholarship Programs | _____ | _____ |
| 11. Vocational Rehabilitation | _____ | _____ |
| 12. Survivors Education Benefits (Soc. Security) | _____ | _____ |
| 13. Veterans Educational Benefits | _____ | _____ |
| 14. All other non-institutional aid programs; "outside" awards to your students | _____ | _____ |
| 15. Institutional schlarships or grants | _____ | _____ |
| 16. Institutional long-term loan programs | _____ | _____ |

To the Interviewer

In addition to answering the above questions, we would like your overall opinion of the aid operation including an appraisal of the physical facilities.

9. Will you utilize the administrative expense reimbursement provision this year?
( ) Yes ( ) No

If yes, estimate amount you will withdraw $_____

If no, what factors affected your decision?_____

_____

_____

| | NUMBER OF RECIPIENTS | TOTAL AMOUNT |
|---|---|---|
| 10. State Scholarship Programs | _____ | _____ |
| 11. Vocational Rehabilitation | _____ | _____ |
| 12. Survivors Education Benefits (Soc. Security) | _____ | _____ |
| 13. Veterans Educational Benefits | _____ | _____ |
| 14. All other non-institutional aid programs; "outside" awards to your students | _____ | _____ |
| 15. Institutional schlarships or grants | _____ | _____ |
| 16. Institutional long-term loan programs | _____ | _____ |